



Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than

1 November 2008.

PART I

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	Spain
Date	30 th -October- 2008
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1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

Changes made to the Organic Law on Universities as part of the Organic Law on the Amendment to the Organic Law on Universities (LOMLOU), which came into effect on 3rd May 2007, involved the introduction of several legislative developments.

Some of these developments have already been implemented, but a major regulatory development process is currently underway.

The following Royal Decrees have been drafted, processed and published in the Official Spanish State Gazette (BOE):

- Royal Decree 1312/2007 of 5th October which establishes the national accreditation for access to university teaching (BOE 6/10/07)
- Royal Decree 1313/2007 of 5th October which regulates the rules governing public competitions to access university teaching and research posts (BOE 8/10/07).
- Royal Decree 1393/2007 of 29th October, which establishes the organisation of official university education. This royal decree defines the structure of the Spanish university system adapted to the EHEA.
- Royal Decree 989/2008 of 13th June, which regulates the exceptional recruitment of associate lecturers.
- Royal Decree 1509/2008 of 12th September, which regulates the Registry of Universities, Centres and Degrees.
- The Cabinet resolution ordering the inscription of the new Bachelor degree qualifications offered by Spanish universities in the Registry of Universities, Centres and Degrees.
- A draft royal decree regulating the access to official university studies at Bachelor degree level. The admission procedures for Spanish state universities is in its final stages.

Work is currently underway on the following regulations:

- The Student Council and the University Student Statute: Development of Article 46.5 of the LOMLOU.
- The Teaching and Research Staff Statute: Development of the Sixth Additional Provision of the LOMLOU.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

The Spanish Government was restructured following the general elections of March 2008. By virtue of Article 17 of Royal Decree 432/2008 of 12th April, which restructured Spanish government ministries, the Ministry of Science and Innovation took over responsibility for making proposals and implementing government policy on issues related to higher education, scientific research, technological developments and innovation in all sectors, in addition to the coordination of public research organisations belonging to the state. These powers are detailed in Royal Decree 1183/2008 of 11th July, which determines the basic organisational structure of the Ministry of Science and Innovation.

The Ministry of Science and Innovation therefore seeks to involve essential public stakeholders in the generation, diffusion and transfer of knowledge and technology. It also aims to coordinate all the players and agents involved in the Science-Technology-Business System in order to transform knowledge into a social and economic asset more efficiently. This should help companies and society in general to use knowledge to improve competitiveness through greater, more effective innovation, which in turn leads to stronger economic growth.

This Ministry was created with the belief that it is possible to integrate training, research, technological development and innovation more efficiently and that the central government can act as a driving force behind all the players and agents in a more coordinated manner, particularly the ministries involved in any of the stages or sectorial processes.

The new ministry has three core areas: the State Secretariat for Universities; the State Secretariat for Research; and a section which deals with technological development and developing links with companies through the Centre for the Development of Industrial Technology (CDTI). For the first time, agents and players from the public research system are grouped together in the same ministry, along with all the functions which begin with training and the generation and distribution of knowledge and end with this knowledge being absorbed by the productive sector.

The first core area, the State Secretariat for Universities, has the General Directorate of Universities and the General Directorate of Programmes and Knowledge Transfer. It also has a General Secretariat which is responsible for the two collegiate organisations which advise the Ministry of Science and Innovation on issues regarding university policy, namely the Council of Universities and the General Conference on University Policy.

After the last meeting of ministers held in London in 2007, Spain created a national group funded by the Ministry to promote awareness of, monitoring and constructing the European Higher Education Area. The main activities of this group have focused on the most important areas of the London Communiqué, as detailed below:

SUBJECTS	London Communiqué
Implementation of ECTS: Learning outcomes	2.4
Mobility	3.2
Employability	3.5
Qualification Framework The Spanish Framework for Higher Education Qualifications	2.8
Recognition	2.5 2.6
Joint Programmes	2.3
Quality Assurance	2.12 2.14
Doctoral Programmes	2.17
Social Dimension	2.18 3.3
Data and Indicators	23.4

To this end, a series of seminars were held in different Spanish universities regarding these subjects which were highlighted during the last meeting of the Higher Education Ministers involved in the Bologna Process. Information regarding these activities can be found, in Spanish, at:

http://web.micinn.es/contenido.asp?menu1=4&menu2=3&menu3=&dir=04_Universidades/022EdUnSu/032EEES/07@Taller08.

- a) Does your country have a national working group for Bologna follow-up¹
- Yes No
- b) Does your national Bologna follow-up group include representatives of
- Ministry Yes No
- Rectors' conference Yes No
- Academic staff Yes No
- Students Yes No
- Staff trade unions Yes No
- National Quality Assurance Agency Yes No
- Employers Yes No

¹ A group that develops policy proposals for implementing the Bologna Process

Other (please specify) Former vicerector and former regional DG for universities

c) Does your country have a Bologna promoters' group² Yes No

d) Does your national Bologna promoters' group include representatives of

Ministry	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Rectors' conference	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Academic staff	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
National Quality Assurance Agency	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Employers	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Other (please specify) Vicerectors and former rectors

Please add any additional comments if necessary:

Although there is no Bologna promoters' group recognised as such by the Commission, there is a national Bologna promoters' group or national Bologna follow up group funded by the Ministry of Science and Innovation which undertakes the same activities, both in Spain and abroad, as the Bologna promoters funded by the Commission. The group did not enter the Commission's selection process for Bologna promoters because this took place at the same time as the Spanish general elections. A sample of the activities carried out by the national Bologna promoters' group is included in the list below:

Aim of the meeting	Place and time
Learning outcomes and EHEA	Zurich, 3 rd , 4 th and 5 th September 2007
XIX EAIE on the EHEA	Trondheim, 13 th , 14 th and 15 th September 2007
Bologna Follow Up Group: external dimension	Vienna, 22 nd and 23 rd November 2007
Bologna Follow Up Group	Vienna, 11 th and 12 th January 2008
Research and the EHEA	Granada, 13 th and 14 th February 2008
Qualitative Aspects of Transnational Mobility in co-operations with Southern European Countries (DAAD)	Berlin, 25 th and 26 th February 2008
Bologna Follow Up Group	Bled, Slovenia, 10 th and 11 th March 2008
Cluster on Modernisation HE	30th June, Brussels
Indicators in HE	10th July, Berlin

² A group that supports/advises HEIs on implementation of the Bologna Process

Employability	12th July, Berlin, 2008
OECD General Conference	7th to 9th September, Paris, 2008
ESOF	20th July, Barcelona, 2008
EQF Implementation Group	13th to 14th March, Brussels, 2008
EQF Advisory Group	14th May, Brussels, 2008 Implementing the European Qualifications Framework 3rd to 4th June, Brussels, 2008
EQF	18th September, Brussels, 2008
Bologna Follow Up Group: external dimension	Vienna, 1 st and 2 nd September 2008
20th meeting of the EAIE	Antwerp, 10 th to 13 th September, 2008
Mobility Coordination Group: external dimension	Yerevan, 18 th and 19 th September, 2008
14th European Student Convention	Lisbon, 7th-21st October, 2007
15th ESC - Students for Democracy	Ljubljana, 13th - 17th March, 2008
16th ESC Let's Go Validation Conference	Lille, 5th-9th October, 2008

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

Royal Decree 56/2005 of 21st January, which regulates official postgraduate university studies, established the new structure of postgraduate studies in Spain adapted to the EHEA which in turn led to the first new postgraduate degrees.

Royal Decree 1393/2007 of 29th October, which regulates the organisation of official university education, develops the new structure and defines procedures, including what is stipulated in the previous Royal Decree 56/2005, for designing new qualifications, Bachelor's and Doctoral studies.

The system is structured as follows:

First cycle (Bachelor) studies after completing 240 ECTS credits. This qualification is sufficient to allow entry into the labour market. It is easily recognisable and provides comprehensive training by coordinating general and specialised education. It also enables the combination of practical training, external activities and mobility.

Second cycle (Master's) studies after completing a further 60 to 120 ECTS credits. This qualification offers specialised, high-level studies and the training provided represents an added value to a Bachelor's degree which should be regarded as a merit, not a requirement.

Third cycle (Doctoral) studies last between 3 and 4 years. This level represents a commitment to research excellence. These studies are divided into two periods, one involving training and the other research.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
1,400,000	1,400,000	100%

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

In recent decades the Spanish university system has been structured in cycles. Some programmes led exclusively to second cycle qualifications. Although the cyclical structure of the EHEA has always been applied to Spain, the academic year 2005-06 marked the introduction of the first Master's degrees and Doctoral programmes which were fully adapted to the EHEA. The first Bachelor's degree fully adapted to the EHEA, that is to say fulfilling all the requirements (ECTS, definition of learning outcomes, qualification frameworks, etc.) began this 2008-2009 academic year, with 163 new Bachelor's degrees taught in Spanish universities.

With regard to the new Bachelor's degrees, a total of 200 programmes which had been fully adapted to the EHEA were presented to the Council of Universities and after a rigorous evaluation process carried out by the National Agency for Quality Assessment and Accreditation (ANECA), 163 programmes met the assessment criteria and obtained favourable reports. This assessment procedure was done by ensuring that the syllabuses fulfilled the legal regulations which are fully in line with the objectives of the EHEA and the agreements reached in this process. These new Bachelor's programmes will be taught in thirty-three different public and private universities, out of the 75 universities in Spain in 2008/2009.

Master's degrees adapted to the EHEA began in the 2005-2006 academic year and by now all Spanish universities have fully implemented these new programmes. The number of master's degrees authorised for 2008/2009 stands at 2,021, which represents a 14% increase compared to 2007/2008, which in turn was 85% higher than the previous academic year. The number of students doing master's degrees has almost doubled in two academic years from 16,216 in 2006/07 to 28,635 in 2008/2009.

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁵ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

The number of doctoral students enrolled in Spanish universities in the academic year 2006/2007 was 82,000 between public universities (78,000) and private (4,000) universities. These studies are divided into two periods, one involving training and the other research.

Doctoral studies last an estimated 3 to 4 years.

A doctoral programme has two stages. The first involves formal academic studies and the second consists of research done under the supervision of a doctor. Two alternatives exist for the first phase, either a master's degree specified by the doctoral programme or advanced courses specified by the doctoral programme requiring the completion of at least 60 ECTS credits. Periods of study in other universities are also possible during this stage of the doctoral studies.

Each university can establish its own specific regulations, but all doctoral students must have a thesis supervisor and the thesis must be made publicly available. The thesis must also be read before a board of doctors, some of which must come from other Spanish or foreign universities. Universities generally include additional requirements to control the quality of the thesis (such as preliminary evaluations by external experts).

Legal regulations introduced in 2007 require that doctoral programmes be designed to provide training in transversal skills (specific reference is made to the Dublin descriptors) and the learning outcomes must also be included in the design.

In the first educational phase of the doctoral programmes (either a master's degree or a specific programme of study) ECTS credits are used. From a structural point of view (which is relevant when applying for grants), during the first two years, those enrolled in a doctoral programme are considered to be students and from the third year onwards they are regarded as young researchers and are given a work experience contract.

The number of doctoral programmes has also increased to a significant extent from 433 in 2006/07 to 852 in 2007/08 and 989 in 2008/09.

In addition, doctoral programmes are subject to a rigorous quality assessment process. This is still done on a voluntary basis but there are plans to generalise the procedure. Doctoral programmes which have successfully completed this quality assessment process receive a special "quality mention" which guarantees their level of quality compared to other programmes which have not undergone the process. The following doctoral programmes, by Spanish autonomous region, have obtained a special mention this year:

2007 – 2008 ACADEMIC YEAR

Doctoral programmes which were awarded a quality mention or had the award renewed.

Autonomous Region	No. of Programmes
Valencian Region	54
Catalonia	131
Madrid	110
Andalusia	149
Castile and León	47
Cantabria	8
Castile – La Mancha	7
Extremadura	1
Galicia	32
Canary Islands	14
La Rioja	4
Balearic Islands	5
Murcia	17
Navarre	15
Asturias	19
Aragon	24
Basque Country	23
Total:	660

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

The Organic Law on the Amendment to the Organic Law on Universities, which was passed on 12th April 2007 (known as the LOMLOU), recognises universities as both teaching and research institutions. They are therefore de facto one of the main players in the Spanish system with regard to science, technology, business and society. The numerous modifications that the LOMLOU introduced to research activities carried out in universities included the elimination of all hurdles preventing the involvement of researchers from public universities in transferring technology to the business sector such as, for example, the creation of spin-offs.

Likewise, in 2007 the Spanish Government endorsed the 6th National Scientific Research, Development and Technological Innovation Plan for 2008-2011. This ambitious initiative, in which universities play a fundamental role, aims to place Spain at the forefront of knowledge-based economies and details actions of both a structural and budgetary nature in order to reach the following objectives:

- To Place Spain at the forefront of knowledge.
- To Promote the creation of a highly competitive business fabric.
- To Develop a comprehensive policy on science, technology and innovation; the incorporation of the autonomous regions into the science and technology system.
- To Reinforce Spain's international outreach as the basis for qualitative improvement in the system.
- To Create a favourable environment for investment in R+D+I.
- To Promote a scientific and technological culture within society, which corresponds to the basic principles included in the National Science and Technology Strategy.

This plan specifies five strategic actions which correspond to the following sectors and technologies:

- Health
- Biotechnology
- Energy and Climate Change
- Telecommunications and the Information Society
- Nanoscience and nanotechnology, new materials and new industrial processes

These actions aim to reflect the government's wholehearted commitment to R+D+I as part of a comprehensive vision which values research and its transformation into processes, products and services for society.

After the general elections of March 2008 and in accordance with the ideas set out above, the Spanish Government decided to concentrate all responsibilities

regarding research and the transfer of knowledge to the productive sector in a single ministry, namely the Ministry of Science and Innovation. This ministry is therefore responsible for all issues concerning universities and basic research activities, but also for encouraging technological innovation in companies and technology centres in Spain. Likewise, this ministry is responsible for all state institutions, regardless of their field, in which research is carried out, such as, for example, the Higher Council for Scientific Research or the Carlos III Institute (which carries out medical research and until this year came under the Ministry of Health). All this will undoubtedly result in better coordination, the creation of synergies and produce better rates of return on public investment in research, development and technological innovation.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds
 - from private funds
- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

The percentage of GDP spent on research: 1.20

from public funds: 0.67

from private funds: 0.53

Total annual national research expenditure: €11,815 million

The Ministry of Science and Innovation currently runs two programmes for Spanish students (University Teaching Staff Training Programme and Trainee Research Staff Training Programme) who wish to write a doctoral thesis in Spain or abroad and for foreign students wanting to carry out their doctoral thesis either in Spain. Thus portability is guaranteed.

The University Teaching Staff Training Programme (FPU) is based on selecting the best doctoral students in any particular subject area and sharing them among universities in accordance with various different parameters such as, for example, the number of students.

The FPU is based on assigning grant-contracts to specific research projects which have been previously selected after an exhaustive peer review assessment by both the National Agency of Evaluation and Forecast (ANEP) and a panel of experts.

In accordance with the Trainee Research Staff Statute, the programme includes grants for doctoral students during the first two years of study which then become

employment contracts for the following two years if the research work undertaken during the first two years is assessed positively.

Likewise, every year the Ministry of Science and Innovation offers a wide-ranging aid programme (for trainee researchers and all other students involved in doctoral programmes and also for universities) which is mainly aimed at promoting mobility (participation in interuniversity doctoral programmes, undertaking periods of research abroad, supporting students who wish to obtain the qualification of Doctor with a European mention, etc.).

In addition to the programmes carried out by the Ministry of Science and Innovation, all the Spanish autonomous regions, through their Regional Ministries in charge of research, offer their own doctoral training programmes which are all very similar to those of the national Ministry of Science and Innovation and all conform to the requirements set out in the Trainee Research Staff Statute. Moreover, in many cases, the universities and research institutes themselves (such as the Higher Council for Scientific Research) use their own resources to create their own programmes of grants and contracts for doctoral programmes, thus supplementing those offered by the Ministry and the autonomous regions.

Finally, private organisations such as foundations belonging to large businesses, banks, savings banks, etc. also have their own aid programmes to help students to write their doctoral thesis/to do a doctorate.

- c) Is there any tracking system to follow the further career of doctoral graduates?
Yes No If Yes, please specify:

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

- a) the percentage of first cycle qualifications that give access to the second cycle

- b) any first cycle qualifications that do not give access to the second cycle (please specify)

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

d) any further special requirements for access to a second cycle programme in the same field of studies

There are no general requirements, but each programme can define its own specific entry requirements depending on the field of study the student comes from.

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
holders of particular first cycle qualifications	Yes <input type="checkbox"/>	No <input type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

100%

b) any second cycle qualifications that do not give access to the third cycle (please specify)

None

c) any measures planned to remove obstacles between cycles

None, because they are not needed.

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

Legal regulations require that graduates' employability be a fundamental factor to be taken into account when designing study plans. For that reason, universities are asked to include employers in the syllabus design process and incorporate work experience in all types of degree programmes. Fulfilling this requirement has a bearing on the programme's initial acceptance and subsequent accreditation.

In addition, recent legislation on public service considers a Bachelor's degree to be the basic entry requirement when a university qualification is requested (apart from exceptional cases in which an additional qualification is required, for instance a doctoral qualification to become a full professor.

In order to facilitate employability, it is asked to HEI to involve employers as stakeholders in the process of developing study programs. In addition, including work placements is recommended and it will be also valued.

As yet no employability data is available for the new Bachelor's degree programmes, as these are being introduced in this academic year (2008/09).

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little None
- accreditation/quality assurance
Significant Some A little None
- university governance
Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment: No, although the process is about to begin.

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment : The process to set up the commission has begun.

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

Comment.

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment A working group has been created which has met on several occasions to initiate the process and has defined the lines of action and the main aspects of the Spanish Qualifications Framework for Higher Education (MECES) which were presented to the academic community in a meeting.

http://web.micinn.es/contenido.asp?menu1=4&menu2=3&menu3=&dir=04_Universidades/022EdUnSu/032EEES/07@Taller08/04-VaCualif.

Work will begin shortly in the national commission designated to that end.

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed Started, but not yet completed Not yet started

Comment

i) Has the self-certification report been published?

Yes No

Comment

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned

(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

ANECA contacted ENQA to request a review, which was undertaken in 2007. ENQA appointed a panel of international experts to carry out an external review of the agency. The panel's external report concluded that ANECA was in substantial compliance with the ENQA Membership Regulations and the European Standards and Guidelines. It also reported that ANECA's procedures for designing and developing evaluation programmes were commendable. The Board of ENQA "agreed to reconfirm ANECA's full membership of ENQA" in September 2007.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives:

- Other measures

Yes No

If Yes, please outline these measures:

The Agency's improvement plan includes 13 measures which can be seen in the following document:

www.aneca.es/quees/docs/enga_planmejoras_eng_080303.pdf

⁸ <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

In order to comply with current legislation, Spanish Higher Education Institutions have formally established policies and internal quality assurance systems which are contained in a statement available to the public.

Most of the country's HEI have internal QA systems in place. Fifty-three out of 74 HEIs have designed/implemented a formal internal QA system in recent years as a result of the AUDIT programme promoted by ANECA and two other regional agencies (AQU and ACSUG). The aim of this initiative, which is undertaken on a voluntary basis and applies to all university colleges and faculties which offer university education, is to provide guidance in designing internal QA systems by integrating all activities undertaken so far with regard to the quality assurance of degree programmes.

In addition, Royal Decree 1393/2007 of 29th October, which regulates the organisation of official university education, establishes that each official degree course must have mechanisms to guarantee its internal quality.

These mechanisms include:

- a) Identifying those responsible for quality assurance in the degree programme.
- b) Procedures for assessing and improving the quality of teaching.
- c) Procedures to ensure the quality of external training and mobility programmes.
- d) Procedures to analyse graduates' entry in the labour market and their satisfaction with the education received.
- e) Procedures to analyse the satisfaction of the different stakeholders (students, teachers, etc.).

ACADEMIC YEAR 2007-2008

Doctoral programmes which have been awarded a quality mention or had the award renewed.

Autonomous region	No. of Programmes
Valencian Region	54
Catalonia	131
Madrid	110

Andalusia	149
Castile and León	47
Cantabria	8
Castile – La Mancha	7
Extremadura	1
Galicia	32
Canary Islands	14
La Rioja	4
Balearic Islands	5
Murcia	17
Navarre	15
Asturias	19
Aragon	24
Basque Country	23
Total:	660

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

As described in section 9.1, fifty-three out of 74 HEIs are designing/implementing their own internal quality assurance systems within the framework of the AUDIT programme of ANECA, AQU and ACSUG

(http://www.aneca.es/ingles/Edu_audit.asp). Specific guideline 1.1 of this programme establishes that “the institution must have mechanisms to maintain and update its programmes and develop methodologies to approve, control, evaluate and periodically improve their quality”.

At their various different organisational levels, HEIs must:

1.1.1. Determine the bodies, interest groups and procedures involved in the design, control, planning, development and periodic review of qualifications, their goals and associated areas of competence.

1.1.2. Have systems to gather and analyse information (from both national and international sources) in order to be able to assess the maintenance, updating and renewal of its programmes.

1.1.3. Have mechanisms to regulate the decision-making process relative to its provision and the design of programmes and their goals.

1.1.4. Ensure that the necessary mechanisms are developed to implement improvements stemming from the periodic review of degree programmes.

1.1.5. Determine the way (how, who, when) to be accountable to the interest groups in relation to compliance with the quality policy and fulfilment of the quality goals.

1.1.6. Define the criteria for the eventual suspension of the programme.

Furthermore, ANECA, along with the bodies of the Regional Governments, is responsible for the follow-up procedure for the implemented programmes. In order to make it easier for HEIs, this procedure focuses on public information provided by HEIs through their website and leads to a yearly report. Thus, HEIs will be prepared for the subsequent accreditation process which will take place after six years.

c) How many HEIs have described their programmes in terms of learning outcomes?
All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

In order to implement an official degree, HEIs which have already adapted their programmes to the EHEA and the ERA must submit the design of the degree to the Council of Universities to enable its ex-ante evaluation. Nine criteria are taken into consideration in this process. Among these, the HEI must guarantee that the content of the different teaching modules, teaching activities and the assessment procedures are appropriate to achieve the expected learning outcomes (standard 5 of the ex-ante evaluation procedure).

Student assessment of learning outcomes is one of the main focal points of ANECA, which participates in various different international groups on this issue.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs Most HEIs Some HEIs No HEIs

Additional information if necessary

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

In Spain, all official degrees need to pass an ex-ante evaluation process by ANECA in order to be accredited and then introduced. Royal Decree 1397/2007 regulates this compulsory process.

The process can be summarised as follows:

- The university designs the study plan of the programme and sends it to the Council of Universities for the ex-ante evaluation.
- The Council of Universities sends the study plan to ANECA to begin the assessment process.
- ANECA appoints the members of the panel.
- The panel assesses the study plan according to the criteria set up on the assessment procedure for the ex-ante accreditation of official university degrees and writes the draft evaluation report.
- ANECA sends the draft report to the university in case it wishes to make any observations.
- ANECA analyses the observations presented, writes the accreditation report and sends it to the Council of Universities.
- The Council of Universities checks that the name of degree is coherent with the study plan and establishes the ex-ante evaluation result (positive or negative).
- The Regional Government and the university are notified of the ex-ante accreditation result.
- If the university appeals the ex-ante evaluation result, the Council of Universities will appoint a different panel for the review which can either confirm the evaluation or accept the appeal and send it to ANECA.
- ANECA reviews the appeals and sends the final assessment result to the Ministry of Education who will inform the other stakeholders of the process.
- After the Regional Government authorises the degree, it is registered and considered an accredited official degree course.
- The registered degree will be monitored by ANECA and the regional quality agencies until renewal of the accreditation is required.
- Six years after the degree is first registered, an ex-post evaluation is required in order to guarantee that the degree fulfils what was specified in the design.

2008 has been the first year of the ex-ante evaluation procedure for official Bachelor's degrees. However, Master's degrees have undergone the evaluation procedure since they were first introduced in 2006/07.

In addition to this process, the AUDIT programme described in section 9.1 also helps HEIs to design internal quality assurance systems on a voluntary basis.

b) does your external quality assurance system operate at a national level;

Yes No

If **No**, please specify:

c) does your external quality assurance system cover all higher education¹⁰

Yes No

If **No**, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date _____) No

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA. Yes No In some cases
- b) as full members in external review teams Yes No In some cases
- c) as observers in external review teams Yes No In some cases
- d) as part of the decision making process for external reviews Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students) Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes) Yes No In some cases
- g) in preparation of self-assessment reports. Yes No In some cases
- h) in follow-up procedures: Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance Yes No In some cases
- b) the external evaluation of national quality assurance agencies Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers Yes No In some cases
- d) membership of ENQA Yes No In some cases
- e) membership of any other international network Yes No If **Yes**, please specify:

ANECA is also a member of the European Consortium of Accreditation (ECA), the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and other projects in non-formal organisations (e.g. the Student Assessment Group).

Please add any additional comments, especially if there is no international involvement in any of the aspects:

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

At present 60% of universities award the Diploma Supplement, which in this case represents 52% of students.

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes No
- 2nd cycle programmes Yes No
- 3rd cycle programmes Yes No
- remaining "old type" programmes Yes No Not applicable
- short higher education programmes Yes No Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
 - *please specify the language* _____
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment:

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment:

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment:

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment

Some universities have increased people's awareness of the importance of the Diploma Supplement. The introduction of the DS Label has also been used as a means of raising its profile. It is hoped that as more DS Labels are awarded to Spanish universities, this will boost the importance of the DS in the labour market. In any event, a ministerial order was published on 13th August 2007 concerning the issue of Master's and Doctoral awards and in forthcoming months regulations on the DS in Bachelor's degrees is due to be published.

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved:

In practice, the principles of the Lisbon Convention have been implemented in Spain. Pending Spain's signing of the Lisbon Convention, recognition mechanisms have already been adapted to comply with the content. This is logical since the only reason why the Convention has not yet been signed is because of Spain's official stance on Gibraltar. It is therefore a political problem and not a question of disagreement with the principles of the Convention, the content of which is fully integrated in Spain's recognition practises. In any event, Spain is expected to sign the Lisbon Convention in the near future.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved:

Current legislation (Royal Decree 309/2005 of 18th March which modifies Royal Decree 285/2004 of 20th February regulating the conditions for the recognition and validation of foreign higher education qualifications and courses) includes the recommendations on the criteria and procedures for recognition.

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved:

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

This is also included in current legislation (Royal Decree 309/2005 of 18th March which modifies Royal Decree 285/2004 of 20th February regulating the conditions for the recognition and validation of foreign higher education qualifications and courses).

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved:

The code adopted by the Committee of the Lisbon Recognition Convention on 6th June in Riga has been included in our legal framework (Royal Decree 309/2005 of 18th March which modifies Royal Decree 285/2004 of 20th February regulating the conditions for the recognition and validation of foreign higher education qualifications and courses) and in practice it is carried out by Spanish universities.

In any event, it is also incorporated in bilateral agreements signed with France, Portugal, Germany and Italy.

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level

It is one of the commitments made at national level and in every university in the relevant qualification recognition committees.

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level

The committees of experts responsible for issuing the corresponding report pay special attention to whether or not there are substantial differences between what they have to recognise and what they consider to be appropriate.

lii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level

The committees put on record the existence of substantial differences when, in their opinion, they exist.

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice

The study plans of all Spanish universities can be consulted by third parties.

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

Until recently the General Subdirectorate for Qualification Validation and Recognition came under the Ministry of Education, Social Policy and Sport and was responsible for processing the recognition and validation of all higher education qualifications. The creation of the new Ministry of Science and Innovation has given rise to a new sub-department entitled the General Subdirectorate of Qualifications and Relations with Health Institutions, which belongs to the General Directorate of Universities and forms part of the European Network of Information Centres. The institution responsible for evaluating applicants' academic certificates is the General Secretariat of University Coordination, which comes under the Ministry of Science and Innovation.

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

In collaboration with the Ministry of Foreign Affairs, the Ministry of Science and Innovation is taking all the necessary steps to enable Spain to sign the Lisbon Recognition Convention in the next few weeks. Similarly, the Ministry of Science and Innovation is taking all the appropriate measures to incorporate the *Code of Good Practice in the Provision of Transnational Education* into Spanish legislation.

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits

100% 75-99% 50-75% <50%

All new Bachelor and Master study programmes use ECTS credits. The old programmes are being replaced by the new ones but in recent years there has been considerable activity in these old programmes due to the so-called "pilot experiences" for training universities and teaching staff in good practice in using ECTS credits (linked with learning outcomes) in the design and implementation of study programmes.

b) Are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:

¹² Please refer to definitions in the ECTS User's guide,
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

¹³ Except doctoral studies

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

No In some programmes In the majority of programmes
In all programmes

c) If you use credit system other than ECTS, please give details of your national credit system:

Nowadays old study programmes are still using another credit system not based in ECTS measures. This situation will finish with the new ones programmes being currently established

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

Yes No

If Yes, please explain:

In recent years, all Spanish universities have developed so-called "pilot experiences". Their purpose was twofold. Firstly, they aimed to prepare university institutions and their teaching staff so that they would be capable of designing study plans which include learning outcomes and ECTS credits as their cornerstones. Secondly, they aimed to detect any faults which may appear in practice.

Thus, to a greater or lesser extent all universities have developed training plans which, by means of courses and seminars, provided university teaching staff and administrators with the information and tools required. All this generally led to centres deciding to teach the subject matter from the old study plans with a design based on learning outcomes and regularly measuring student workload by means of questionnaires.

It is important to highlight here that some old study programmes have been successfully redesigned to incorporate learning outcomes and ECTS credits by means of these pilot experiences which began when the student entered the university and progressively continued with the same teaching methodology from year to year.

The importance of these pilot experiences has been such that at least three conferences a year have been held in our country over the last 5 years in which the participants, which came from all Spanish universities, presented and debated the results obtained.

e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain:

In most of the universities in which pilot experiences were introduced, the teaching staff collected questionnaires which asked students about various different aspects relating to the time they spent on the different tasks set. This has enabled universities to obtain quantitative information which is proving to be particularly useful in the design of the new study plans.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes No

If Yes, please explain:

Workshops have been held in all Spanish universities to explain the implementation of ECTS credits within the framework of the new higher education structure. Funding provided by the General Directorate of Universities and by institutions responsible for higher education in the different autonomous regions has made it easier to implement ECTS credits. In any event, Royal Decree 1125/2003 of 5th September, which establishes the European credit system and the system of qualifications in official university degrees valid for the whole of Spain, in addition to the fact that all new Bachelor and Master's programmes have to be adapted to the ECTS, has provided teaching staff, students and administrative staff with sufficient knowledge of the system.

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify:

Prior learning, including learning gained outside the education system, has always been recognised when accessing first cycle university programmes. The over 25s have the possibility of accessing university even if they do not fulfil the academic requirements (secondary school qualifications) by means of an entrance exam. Recent legislation proposes that access should be even more open for the over 45s, who only need to account for their prior learning acquired either inside or outside the education system.

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify:

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

Universities which decide to do so can introduce mechanisms to favour access to study programmes through the allocation of credits for knowledge obtained from professional training.

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

It depends on the regulations of each university and it tends to be applied extensively to students who come from professional training backgrounds, language teaching, music, etc.

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

The new design of university education does not, a priori, set any particular requirements for students to move between cycles or fields of study. What is more, programmes belonging to each major field of study (humanities, sciences, social sciences, health sciences, engineering and architecture) must share at least 25% of the credits, preferably during the first two years in order to ease mobility between programmes within the same field.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation

The national qualifications framework has yet to be developed at that level.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation

A large number of universities have organised training seminars in order to design study programmes which consider flexibility an important principle.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles:

As mentioned previously, adults can access first cycle studies even if they do not have the secondary school qualifications which are normally required. An entrance exam is sufficient for the over 25s and there is greater flexibility for the over 45s, who simply have to justify the training they have received.

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycles.

Universities can design such mechanisms in accordance with their students' needs. The design of new study plans requires universities to explain how they can be followed by full-time and part-time students (and therefore the design must be sufficiently flexible to allow both options to be equally feasible). The LOMLOU includes mechanisms to meet the educational requirements of students with special needs.

e) Are there modular structures of programmes to facilitate greater participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

As mentioned previously, common modules are shared between the major fields of study.

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

There have been no results yet.

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes No

Does the legislation fully allow:

i) establishing joint programmes?

Yes No

If No please explain what are the obstacles

ii) awarding joint degrees?

Yes No

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100% 50-75% 25-50% 1-25% 0%

ii) joint programmes

75-100% 50-75% 25-50% 1-25% 0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle? None Little Widespread

In the second cycle? None Little Widespread

In the third cycle? None Little Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

There are no appreciable differences between disciplines.

e) Estimate the number of joint programmes in your country

Approximately 250.

f) Describe any actions being taken to encourage or allow joint programmes.

In the verification process carried out by ANECA, it is considered to be a highly positive aspect in order to pass the ex-ante accreditation of a programme.

g) Are there any specific support systems for students to encourage joint degree cooperation?

Yes. There is a system of grants to help students participate in joint degree programmes.

Particularly at master's degree and doctorate level, every year the Ministry of Science and Innovation issues various grants to encourage the mobility of students and teaching staff within the framework of joint degree programmes. In addition, Spain has cooperation agreements in this area with other countries.

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

Essentially the following measures have been taken:

1) There has been an increase in the resources allocated to students' international mobility. For instance, the budget for the ERASMUS Programme

has increased from €4.6m in 2004 to €60m in 2008 and for 2009, the programme's budget will increase a further 10% to €66m.

2) In addition, the student loan programme, whose funds can be taken all over Europe, has a budget of €150m in 2008.

3) Economic support is available to teaching staff who wish to take advantage of mobility programmes.

4) Efforts have been made in universities to increase awareness of the facilities available to go abroad to study, teach or do research.

There is also a clear commitment to continue helping Erasmus students and to strengthen the social dimension. To that end, the 25,500 university students who have been awarded an Erasmus grant for 2008-2009 will receive "an average amount of €900 per month".

Thanks to these measures, the number of Erasmus students, for example, increased by 6% from 2006-07 to 2007-08 and the current figure is close to 24,000. It is also important to highlight the positive reception that work experience organised through the Erasmus programme has received. In the academic year 2007-08, this included 871 university students and 1,564 students from higher vocational training courses. The mobility of teaching staff has also been increased as a result of increased economic support. In 2006, 812 teaching staff took advantage of the Erasmus teaching staff mobility programme and in 2007, the figure was over 2,100.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

In recent years, the process to obtain travel visas in some Latin American countries has improved. However, certain obstacles still exist. Since this is a common problem for the EU countries, Spain is actively collaborating to solve this issue so as to enable students from countries outside the EU to participate in the Erasmus Mundus programme.

c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation

There is a great deal of economic assistance available to Spanish and foreign students from the central government, autonomous regions and financial institutions (la Caixa, Banco de Santander, Caja Madrid), foundations (the Carolina Foundation, Ramón Areces Foundation, Rafael del Pino Foundation). In any event, the Spanish government has made a considerable effort in recent years to increase Erasmus mobility even further. As mentioned previously, funding for the Erasmus Programme has increased from €4.6m in 2004 to €60m in 2008.

d) Are study periods taken abroad recognised?

Yes No

Please add appropriate comments to describe the current situation:

All Spanish students who go to study abroad must have prepared the Learning Agreement with the corresponding coordinator, who ensures that when the student returns the studies undertaken abroad are recognised.

In any event, each university has a Study Recognition Commission in which in which appropriate measures are debated and taken to increase the university's international outreach through the recognition of studies undertaken abroad both by Spanish and foreign students.

e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

This depends on the university, but all have specialised units, students residence and accommodation in the universities themselves which is made available to students who come from other countries.

f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

It is worth highlighting, as mentioned above, the considerable increase in grants available to encourage stays abroad.

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants.

The general system of undergraduate grants is not yet portable, although the system may be changed. Grants available to write doctoral theses are fully portable.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

Within the framework of the University Strategy 2015, the Ministry of Science and Innovation has introduced the Foundation for the International Promotion of Spanish Universities (Universidad.es), whose statutes were endorsed by the Cabinet on 24th October 2008. This new instrument aims to improve Spain's position on the international scene with regard to the knowledge economy by jointly promoting and exporting the knowledge generated by the higher education system in a coordinated manner. In the next few weeks, the foundation's Board of Trustees will be constituted. In addition to the Ministry of Science and Innovation, the Board will be made up of representatives from the Ministry of Foreign Affairs and International Cooperation, the Ministry of Culture and the Ministry of Industry, Tourism and Trade. The last-named is represented by the Foreign Trade Agency (ICEX).

This new foundation has been created with the full support both of universities and the autonomous regions and among the objectives included in its statute are the promotion of Spain's university education and research activities abroad through the creation of a brand image. The foundation also aims to improve the way foreign students, teaching staff and researchers are received and to improve the quality of their stay. Assistance will also be provided to Spanish students, teaching staff and researchers who go to other countries. In addition, efforts will be made to promote the European Higher Education Area and the Latin American Knowledge Area.

Structured along similar lines to other organisations for the international promotion of higher education such as Campus France, the Dutch organisation NUFFIC and the German organisation DAAD, the Foundation will benefit all universities, research centres and institutes in Spain by offering technical and legal assistance and encouraging their participation in international fairs and events. Other beneficiaries include Spanish and foreign teaching staff and researchers, in addition to Spanish and foreign Bachelor, Master's and Doctoral students, who will be able to take advantage of mobility programmes. University administration and services staff will also benefit from the foundation.

The Foundation has a budget of €750,000 for 2008 and an estimated budget of approximately €1m for 2009. It will be structured around a comprehensive web site which will group together all the services offered by the Spanish university system, ranging from information about the degree programmes to the accommodation available, grant programmes and the structure of research groups. Branches may be set up abroad within the framework of its area of

activity, which includes the European Union, Latin America and countries with which Spain has special historical, cultural and geographical links.

b) What has your country done to:

i) improve information on the EHEA outside Europe?

Spain has actively promoted the EHEA, above all in Latin America. Examples of this include Spain's major role in the ALFA cooperation programme, as well as in the Alfa Tuning project carried out in this region.

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

Spanish universities actively participate in the EAIE and NAFSA. In addition, the Ministry of Foreign Affairs provides a considerable number of grants to enable foreign students to study in our universities. Examples of these include:

- Grants for foreign non-Spanish-speaking students to do postgraduate, doctoral and research studies at Spanish universities in Spanish Language and Culture.
- Grants for foreign non-Spanish-speaking students to do summer courses in Spanish Language and Culture at Spanish universities.
- Grants for foreign students to do postgraduate, doctoral and research studies at Spanish universities and at associated higher education institutions (except for studies in Spanish Language and Culture). This programme is called the MUTIS Programme for Latin America.
- TORDESILLAS grants for Brazilians to do official specialisation courses at Spanish universities which are members of the Tordesillas Group and to do work experience in Spanish companies which participate in the programme.
- Grants provided by the Spanish International Cooperation Agency for Development (AECID). In fact, the AECID has considerably increased the resources available so as to enable students from other countries to study at Spanish universities.

iii) strengthen cooperation based on partnership in higher education?

In addition to the thousands of partnership agreements which Spanish universities have established with universities from other countries, agreements have recently been made with Portugal, Germany, France and Italy, among other countries. Moreover, the work entrusted to the Foundation for the International Promotion of Universities guarantees an increase in international cooperation in higher education.

iv) intensify policy dialogue with partners from other world regions?

Spain's foreign policy, as shown by the wide range of grants awarded by the Ministry of Foreign Affairs, considers that it is essential to increase political

dialogue with different regions in the world within the framework of higher education.

v) improve recognition of qualifications with other world regions?

For many years, Spain has improved the system to recognise foreign students' qualifications, above all those from Latin America (over a third of whom are postgraduate students). In any event, in the case of doctoral studies, it is the universities themselves which are responsible for recognition and in recent years, they have made considerable improvements to the recognition system.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

The guidelines for governments, higher education institutions / providers, student bodies, quality assurance and accreditation bodies, academic recognition bodies, and professional bodies have been incorporated into the Spanish legislation which applies to ANECA and to the recently created Registry of Universities, Centres and Degrees, in addition to providing inspiration for the content of the LOMLOU.

d) Are the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education* applied to

i) cross-border provision of your education programmes?

Yes x No

If Yes please explain in what ways the guidelines are applied

The content has been incorporated in our higher education legislation.

ii) incoming higher education provision?

Yes x No

If Yes please explain in what ways the guidelines are applied

The content has been incorporated into our higher education legislation.

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

A recent document published by the State Secretariat for Universities entitled *University Strategy 2015* indicated that the main challenges for the higher education system are the following:

1. Contribute towards creating quality employment, promoting economic growth and social well-being.
2. Provide training to graduates, masters and doctors to improve their employability and adaptability.
3. Encourage the independence of university institutions, in addition to promoting and encouraging greater responsibility so that the best prepared Spanish universities are able to meet the new global challenges.
4. Promote the diversification of higher education activities in local, regional, national and global scenarios.
5. Adapt the system to the new educational requirements of adults, especially with regard to lifelong training, by designing and offering more attractive and accessible training.
6. Strengthen the scientific-technological skills of the university system and its means of transferring knowledge and technology to the productive sector and to society.
7. Increase the level of society's scientific culture, the level of critical thought and promote creativity, endeavour and an enterprising spirit.

A road map has been prepared entitled the University Strategy 2015 which aims to promote the modernisation and internationalisation of Spanish universities. The project contains 15 lines of action:

1. The position universities will occupy around 2015.
2. The reorganisation of university education to incorporate criteria of quality, fairness and the European dimension.
3. The governance of universities and their research and innovation organisations.
4. University funding.
5. The Teaching and Research Staff Statute.
6. The University Student Statute.
7. The Administration and Services Staff and making universities more efficient.
8. Individual and collective assessment of university activity.
9. Lifelong learning.
10. University research.
11. The transfer of knowledge and technology.
12. The "International Excellence Campus" programme.
13. The internationalisation of universities (i.e. Foundation for the International Promotion of Spanish Universities).
14. The Spanish university system and its role in: EHEA, ERA and the EIC.
15. A new university system capable of identifying new social and economic challenges and responding to them accordingly.

With regard to the development of the EHEA, the same document states that the Spanish higher education system:

- must respond to the Spanish university system's desire to form part of the framework of the European Higher Education Area by incorporating the

principles of the Bologna Declaration while maintaining the system's own strengths and characteristics by 2010.

- must synchronise European higher education policy with the Spanish university system's spirit of modernisation beyond 2010.
- must strengthen the strategic role of the Spanish university system as a fundamental link between the knowledge-based European area (EHEA and ERA) and the Latin American Knowledge Area.

PART II

TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by 1 November 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

There is universal access to higher education in Spain: the percentage of students in higher education is one of the highest in Europe and the system is also one of the fairest (OECD, 2008). This is the result of policies introduced in our country in recent decades aimed at making higher education universally accessible.

However, just like in the majority of European countries, these figures are lower among more disadvantaged socioeconomic groups. These lower participation levels are due mainly to cultural but also to economic reasons.

The obstacles which affect the most disadvantaged socioeconomic groups are not directly related to their ability to access higher education, but are instead conditioned by difficulties these students face when finishing their secondary education and, in particular, the higher secondary-education course (*Bachillerato*) which provides direct access to university education.

Solutions which allow these students greater access are more difficult to introduce since they must be directly linked to measures which have a bearing not only on the education system, but also on the social structure of the groups. In most cases, these include immigrants from South America, Eastern Europe, North Africa, Sub-Saharan Africa and China.

In addition, the law states that students with disabilities must be able to access and participate in higher education (by means of adapted tests, adapted syllabuses, etc.).

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on Social Dimension and Mobility (see Annexes A and B to this document).

The fact that access to higher education in Spain is practically universal can be explained by the numerous opportunities available to students for obtaining grants or financial support to allow them to attend university. Thus, students can obtain grants based on the economic resources of their families and scholarships based on their academic merits from the Ministry of Education, Social Policy and Sport and from the Ministry of Science and Innovation. The amount of money provided by these grants differs according to the student's travel and accommodation requirements if he or she has to attend university in a different city. In addition to these, funding is also provided by the various different autonomous regions of Spain and, as mentioned previously, a student loan programme has been introduced by the Ministry of Science and Innovation.

In addition to all the measures mentioned above, every year the Ministry of Science and Innovation issues research initiation scholarships for particularly brilliant undergraduates who wish to begin a career in research. The scholarships are offered during the last two years of students' undergraduate studies. Likewise, every year the Ministry of Science and Innovation (in addition to the autonomous regions) offers various different forms of financial assistance to enable postgraduate students to carry out their doctoral theses. Such assistance includes a grant for two years which, if the results are considered to be positive, can be extended to a two-year contract.

From a structural point of view, a Royal Decree is due to be issued this year which regulates access to university (as stipulated in the Organic Law on Education passed in 2006). This Royal Decree will introduce specific entrance examinations for the over 25s and the over 45s (including access through the accreditation of prior experience relevant to the degree) and adapt the entrance exams taken by candidates with disabilities.

Likewise, and in accordance with the Organic Law on the Amendment to the Organic Law on Universities, all universities must keep a specific number of places for candidates with disabilities. These students continue to receive individualised attention during their stay at university, including any necessary changes to the syllabus.

Furthermore, every year the Ministry of Education, Social Policy and Sport, in addition to the Ministry of Science and Innovation, the autonomous regions and the universities themselves (in particular through their information and guidance centres) carry out numerous informative activities which include visits to secondary schools, open days for students and their families, informative fairs and conferences, etc. which bring future students into contact with the university.

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

All university students can obtain means-tested grants and merit-based scholarships from the Ministry of Education, Social Policy and Sport and from the Ministry of Science and Innovation. The amount of money provided by these grants differs according to the student's travel requirements if he or she attends university in a different city. In addition to these, grants are also funded by the various different Spanish autonomous regions and a student loan programme has been introduced by the Ministry of Science and Innovation.

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

At present, no annual studies are available of the type referred to in the question. Specific studies on these subjects are carried out with funding from the Ministry of Science and Innovation's General Directorate of Universities as part of its annual Studies and Analysis Programme.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

Firstly, we aim to continue improving the grant and student loan programme as a means of making higher education more universally accessible in our country. This objective, which is part of the social policy which characterises our current government, has already been guaranteed for 2009 despite the economic difficulties Spain is experiencing.

Secondly, we aim to improve university access for age groups which currently face major difficulties. This would enable us to convert universities into a fundamental agent in the strategy to establish lifelong learning as the centrepiece of the knowledge society and allow our country's workers and professionals to improve and complete their studies as easily as possible.

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the

2007 report from the Bologna Process Working Group on Social Dimension and Mobility (Annex C to this document).

With regard to university access, the new Royal Decree removes obstacles which hindered the access of students who do not enter university straight from secondary school (the over 25s and over 45s).

The norms for university access and admission are regulated by law and the appearance of the "open district" means that all Spanish and foreign students can be admitted to any university depending on their academic record (for degree programmes in which demand is greater than supply, in other words, degrees in which there are a limited number of places).

The grant and student loan programmes allow students with limited socioeconomic resources to access university. In addition, a wide variety of assistance (administered by the universities and other institutions such as the autonomous regions) is available to students and provides the support they need to complete their higher education studies. Assistance of this kind includes university accommodation, university canteens, student centres, nursery schools, university centres and study rooms which open 24-hours a day, language centres, etc.

Likewise, students are well represented in university administrative bodies (and their centres and departments). This representation is organised by the students themselves, as reflected in the statutes of each university. Moreover, the Ministry of Science and Innovation is about to announce the University Student Statute (as laid down in the Organic Law on the Amendment to the Organic Law on Universities) which will encourage student participation in the university administration process. One such example is students' level of participation in the elections to choose the Rector, Dean, etc.

Finally, in accordance with the principle of autonomy, each university decides by which means students assess the quality of the education they receive (generally using questionnaires).

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

There is no specific budget since, as explained previously, the grant and student loan programmes are universal and can be accessed in accordance with the student's academic achievements or the economic situation of his/her family.

Each university has its own budget for the other complementary measures (accommodation, nursery schools, etc).

d) is there a timeline for action? If yes, please provide details.

The new Royal Decree on University Access will be enacted in 2008, as will the University Student Statute.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

The new Royal Decree on University Access, the universities themselves and ANECA have specific programmes with which to analyse the relative situation with regard to university access, student participation in the university administration system and student success levels in the different degree programmes they take.

The University Strategy-2015 forecasts the prompt ratification of the University Student Statute. This Statute will increase university students' rights and reward their active participation in university life. It also provides for the creation of a University Student Council, a framework within which a new relationship between students, administrations (both central and regional) and university institutions themselves can be established.

This representative body will have significant weight and will open up a parallel communication channel to supplement those belonging to student associations. This channel will be a key instrument for debating modernisation policies and developments in the EHEA.

This forum for communication, debate and decision-making will render the process more transparent and bring it closer to the users of the system, providing additional guarantees for the protection of the university system's values and its vocation as a public service.

Likewise, work is underway in collaboration with the Ministry of Housing to finance university accommodation and halls of residence for postgraduate and research students.